

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
Subchapter 7 Specializations: Supervisory and Administrative Programs		
10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS	10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS	
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;	(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students and	
	<u>(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff and aligning decisions with organizational vision;</u>	
	<u>(ii) promote continuous and sustainable school and program improvement through the use of decision and problem solving skills, an organized climate, application of change theory and use professional leadership behaviors including self-awareness and reflective practice;</u>	
	<u>(iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and</u>	



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	<u>(iv) design, implement, assess and adjust plans to achieve goals through prioritization, flexibility and adaption;</u>	
(b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;	(b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students <u>the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture, and instructional program conducive to student learning, and staff professional growth based upon current brain based research for effective teaching and learning and exhibiting genuine concern for students and</u>	
	<u>(i) advocate, nurture and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses post-secondary and life readiness through the use of a curriculum management process and learning theory;</u>	
	<u>(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;</u>	
	<u>(iii) appraise, support, and supervise instruction in accordance with state adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice and promotes learning;</u>	
	<u>(iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and</u>	



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	<u>(v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;</u>	
(c) manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;	(c) manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students; <u>ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and</u>	
	<u>(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;</u>	
	<u>(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and</u>	
	<u>(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;</u>	
(d) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;	(d) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian and tribes in Montana families, and mobilize community resources in order to promote the success of all students <u>fully develop the educational potential of each person and</u>	



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	<u>(i)promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners by exhibiting human relations skills;</u>	
	<u>(ii)promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and</u>	
	<u>(iii)collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;</u>	
(e) act with integrity, fairness, and in an ethical manner in order to promote the success of all students;	(e) act with integrity, fairness, and in an ethical manner in order to <u>develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and</u> promote the success of all students;	
	<u>(i) ensure a system of accountability for every student's academic, social and emotional success;</u>	
	<u>(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;</u>	
	<u>(iii) safeguard the values of democracy, equity and diversity; and</u>	
	<u>(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;</u>	
(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and	(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to <u>develop the full educational potential of each person through our public schools and</u> promote the success of all students; and <u>assess,</u>	

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	<u>analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and</u>	
(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 2007 MAR p. 190, Eff. 2/9/07.)		
Rule 10.58.706 reserved		

